

Item Disaggregation for:
Student Behavior

from Phone Interviews Public Education Engagement
South Carolinians Speak Out

Prepared for the Education Oversight Committee

by

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July 2009

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Item Disaggregation: *Control over Behavior*

School Level: Extrapolated from Grade Level Responses

Community Type: Rural/Non-rural estimated from Zip codes/US Census 2000

Ethnicity: Responses to Demographic Questions

Poverty Level: estimated from Zip codes/US Census 2000

July 2009

Question:

...a number of factors ... may be important in determining if a school is doing well. How important is control over student behavior?

Phone Interviews Crosstab – School Level ^{Note a}

			level				Total
			Preschool	Elementary	Middle	High School	
Control over student behavior	Critical	Count	3	57	36	67	163
		% within level	37.5%	44.2%	39.1%	38.3%	40.3%
	Very Important	Count	5	53	34	61	153
		% within level	62.5%	41.1%	37.0%	34.9%	37.9%
	Important	Count	0	18	21	44	83
		% within level	.0%	14.0%	22.8%	25.1%	20.5%
	Not Very Important	Count	0	0	1	3	4
		% within level	.0%	.0%	1.1%	1.7%	1.0%
	Not at All Important	Count	0	1	0	0	1
		% within level	.0%	.8%	.0%	.0%	.2%
Total	Count	8	129	92	175	404	
	% within level	100.0%	100.0%	100.0%	100.0%	100.0%	

Note a: School level was extrapolated from responses to questions about specific grades. The levels were created based on the following formula:

- Preschool = Preschool/4K
- Elementary = K-5
- Middle=6-8
- High=9-12

Item Disaggregation: *Control over Behavior*

School Level: Extrapolated from Grade Level Responses

Community Type: Rural/Non-rural estimated from Zip codes/US Census 2000

Ethnicity: Responses to Demographic Questions

Poverty Level: estimated from Zip codes/US Census 2000

July 2009

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Listed below are a number of [school] factors that may be important ... Control over student behavior	Critical	Count	381	140	521
		% within rural	46.2%	49.8%	47.1%
	Very Important	Count	295	97	392
		% within rural	35.8%	34.5%	35.5%
	Important	Count	131	40	171
		% within rural	15.9%	14.2%	15.5%
	Not Very Important	Count	8	2	10
		% within rural	1.0%	.7%	.9%
	Not at All Important	Count	2	2	4
		% within rural	.2%	.7%	.4%
	Don't Know	Count	7	0	7
		% within rural	.8%	.0%	.6%
Total	Count	824	281	1105	
	% within rural	100.0%	100.0%	100.0%	

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Listed below are a number of [school] factors that may be important ... Control over student behavior	Critical	Count	414	60	6	480
		% within ethnicity	50.8%	40.0%	46.2%	49.1%
	Very Important	Count	278	53	6	337
		% within ethnicity	34.1%	35.3%	46.2%	34.5%
	Important	Count	110	35	0	145
		% within ethnicity	13.5%	23.3%	.0%	14.8%
	Not Very Important	Count	7	2	0	9
		% within ethnicity	.9%	1.3%	.0%	.9%
	Not at All Important	Count	2	0	1	3
		% within ethnicity	.2%	.0%	7.7%	.3%
	Don't Know	Count	4	0	0	4
		% within ethnicity	.5%	.0%	.0%	.4%
Total	Count	815	150	13	978	
	% within ethnicity	100.0%	100.0%	100.0%	100.0%	

Item Disaggregation: *Control over Behavior*

School Level: Extrapolated from Grade Level Responses

Community Type: Rural/Non-rural estimated from Zip codes/US Census 2000

Ethnicity: Responses to Demographic Questions

Poverty Level: estimated from Zip codes/US Census 2000

July 2009

Question:

Now, think about the school your oldest child attends [where you teach]...Student behavior is a barrier to learning.

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Student behavior is a barrier to learning.	Strongly Agree	Count	164	54	218
		% within rural	27.7%	29.2%	28.0%
	Agree	Count	273	89	362
		% within rural	46.0%	48.1%	46.5%
	Disagree	Count	126	36	162
		% within rural	21.2%	19.5%	20.8%
	Strongly Disagree	Count	30	6	36
		% within rural	5.1%	3.2%	4.6%
Total	Count	593	185	778	
	% within rural	100.0%	100.0%	100.0%	

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Student behavior is a barrier to learning.	Strongly Agree	Count	171	25	3	199
		% within ethnicity	28.5%	22.3%	37.5%	27.7%
	Agree	Count	270	65	2	337
		% within ethnicity	45.1%	58.0%	25.0%	46.9%
	Disagree	Count	124	21	2	147
		% within ethnicity	20.7%	18.8%	25.0%	20.4%
	Strongly Disagree	Count	34	1	1	36
		% within ethnicity	5.7%	.9%	12.5%	5.0%
	Total	Count	599	112	8	719
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Students are often given the grades of A, B, C, D, and F.

What grade would you give the public schools in your community: A, B, C, D, or F?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Students are often given the grades of A, B, C, D, and F. What grade would you give the public schools in <u>your community</u> A, B, C, D, or F?	A	Count	178	49	227
		% within rural	20.7%	16.8%	19.7%
	B	Count	313	109	422
		% within rural	36.4%	37.3%	36.6%
	C	Count	205	70	275
		% within rural	23.8%	24.0%	23.9%
	D	Count	74	30	104
		% within rural	8.6%	10.3%	9.0%
	F	Count	33	20	53
		% within rural	3.8%	6.8%	4.6%
	Don't know	Count	57	14	71
		% within rural	6.6%	4.8%	6.2%
	Total	Count	860	292	1152
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Students are often given the grades of A, B, C, D, and F. What grade would you give the public schools in <u>your</u> <u>community</u> A, B, C, D, or F?	A	Count	150	34	5	189
		% within ethnicity	18.3%	22.7%	35.7%	19.2%
	B	Count	306	48	5	359
		% within ethnicity	37.3%	32.0%	35.7%	36.4%
	C	Count	198	45	2	245
		% within ethnicity	24.1%	30.0%	14.3%	24.9%
	D	Count	81	8	1	90
		% within ethnicity	9.9%	5.3%	7.1%	9.1%
	F	Count	39	6	0	45
		% within ethnicity	4.8%	4.0%	.0%	4.6%
	Don't know	Count	47	9	1	57
		% within ethnicity	5.7%	6.0%	7.1%	5.8%
	Total	Count	821	150	14	985
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now think about the public schools in the state of South Carolina. What grade would you give to the public schools in the state: A, B, C, D, or F?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Now think about the public schools in the state of South Carolina. What grade would you give to the public schools in the state: A, B, C, D, or F?	A	Count	35	16	51
		% within rural	4.1%	5.5%	4.4%
	B	Count	184	84	268
		% within rural	21.4%	28.8%	23.3%
	C	Count	326	100	426
		% within rural	37.9%	34.2%	37.0%
	D	Count	130	34	164
		% within rural	15.1%	11.6%	14.2%
	F	Count	34	9	43
		% within rural	4.0%	3.1%	3.7%
	Don't know	Count	151	49	200
		% within rural	17.6%	16.8%	17.4%
Total	Count	860	292	1152	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Now think about the public schools in the state of South Carolina. What grade would you give to the <u>public schools in the state</u> : A, B, C, D, or F?	A	Count	20	17	1	38
		% within ethnicity	2.4%	11.3%	7.1%	3.9%
	B	Count	160	55	5	220
		% within ethnicity	19.5%	36.7%	35.7%	22.3%
	C	Count	336	44	6	386
		% within ethnicity	40.9%	29.3%	42.9%	39.1%
	D	Count	128	11	0	139
		% within ethnicity	15.6%	7.3%	.0%	14.1%
	F	Count	29	4	1	34
		% within ethnicity	3.5%	2.7%	7.1%	3.4%
	Don't know	Count	149	19	1	169
		% within ethnicity	18.1%	12.7%	7.1%	17.1%
	Total	Count	822	150	14	986
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

How about the public schools in the nation as a whole? What grade would you give the public schools nationally: A, B, C, D, or F?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
How about the public schools in the nation as a whole? What grade would you give the <u>public schools nationally</u> : A, B, C, D, or F?	A	Count	24	16	40
		% within rural	2.8%	5.5%	3.5%
	B	Count	265	108	373
		% within rural	30.8%	37.2%	32.4%
	C	Count	306	78	384
		% within rural	35.6%	26.9%	33.4%
	D	Count	53	14	67
		% within rural	6.2%	4.8%	5.8%
	F	Count	13	4	17
		% within rural	1.5%	1.4%	1.5%
	Don't know	Count	199	70	269
		% within rural	23.1%	24.1%	23.4%
	Total	Count	860	290	1150
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

		ethnicity			Total	
		White	African American	Other		
How about the public schools in the nation as a whole? What grade would you give the <u>public schools nationally</u> : A, B, C, D, or F?	A	Count	20	12	1	33
		% within ethnicity	2.4%	8.1%	7.1%	3.4%
	B	Count	259	57	5	321
			% within ethnicity	31.6%	38.3%	35.7%
	C	Count	277	51	5	333
			% within ethnicity	33.8%	34.2%	35.7%
	D	Count	52	4	1	57
			% within ethnicity	6.3%	2.7%	7.1%
	F	Count	13	1	1	15
			% within ethnicity	1.6%	.7%	7.1%
	Don't know	Count	199	24	1	224
			% within ethnicity	24.3%	16.1%	7.1%
	Total	Count	820	149	14	983
			% within ethnicity	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

**Consider the following set of skills that may be important for young people leaving school in the 21st century.
How important are Math skills?**

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Consider the following set of skills. How important are Math skills?	Critical	Count	332	114	446
		% within rural	39.2%	40.0%	39.4%
	Very Important	Count	361	123	484
		% within rural	42.7%	43.2%	42.8%
	Important	Count	148	46	194
		% within rural	17.5%	16.1%	17.2%
	Not Very Important	Count	3	1	4
		% within rural	.4%	.4%	.4%
	Not at All Important	Count	1	1	2
		% within rural	.1%	.4%	.2%
	Don't Know	Count	1	0	1
		% within rural	.1%	.0%	.1%
Total	Count	846	285	1131	
	% within rural	100.0%	100.0%	100.0%	

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Consider the following set of skills. How important are Math skills?	Critical	Count	350	52	6	408
		% within ethnicity	42.5%	34.7%	42.9%	41.3%
	Very Important	Count	345	59	6	410
		% within ethnicity	41.9%	39.3%	42.9%	41.5%
	Important	Count	125	37	1	163
		% within ethnicity	15.2%	24.7%	7.1%	16.5%
	Not Very Important	Count	3	0	1	4
		% within ethnicity	.4%	.0%	7.1%	.4%
	Not at All Important	Count	0	2	0	2
		% within ethnicity	.0%	1.3%	.0%	.2%
Total	Count		823	150	14	987
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

**Consider the following set of skills that may be important for young people leaving school in the 21st century.
How important are Reading skills?**

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Consider the following set of skills. How important are Reading skills?	Critical	Count	429	140	569
		% within rural	50.7%	49.1%	50.3%
	Very Important	Count	346	119	465
		% within rural	40.9%	41.8%	41.1%
	Important	Count	69	24	93
		% within rural	8.2%	8.4%	8.2%
	Not Very Important	Count	2	1	3
		% within rural	.2%	.4%	.3%
	Not at All Important	Count	0	1	1
		% within rural	.0%	.4%	.1%
Total	Count	846	285	1131	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Consider the following set of skills. How important are Reading skills?	Critical	Count	452	58	8	518
		% within ethnicity	54.9%	38.7%	57.1%	52.5%
	Very Important	Count	317	70	4	391
		% within ethnicity	38.5%	46.7%	28.6%	39.6%
	Important	Count	53	21	1	75
		% within ethnicity	6.4%	14.0%	7.1%	7.6%
	Not Very Important	Count	1	0	1	2
		% within ethnicity	.1%	.0%	7.1%	.2%
	Not at All Important	Count	0	1	0	1
		% within ethnicity	.0%	.7%	.0%	.1%
	Total	Count	823	150	14	987
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

**Consider the following set of skills that may be important for young people leaving school in the 21st century.
How important are Writing skills?**

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Consider the following set of skills. How important are Writing skills?	Critical	Count	308	111	419
		% within rural	36.4%	38.9%	37.1%
	Very Important	Count	355	120	475
		% within rural	42.0%	42.1%	42.0%
	Important	Count	174	49	223
		% within rural	20.6%	17.2%	19.7%
	Not Very Important	Count	8	5	13
		% within rural	.9%	1.8%	1.2%
Total	Count	845	285	1130	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Consider the following set of skills. How important are Writing skills?	Critical	Count	329	51	6	386
		% within ethnicity	40.0%	34.0%	42.9%	39.1%
	Very Important	Count	336	58	6	400
		% within ethnicity	40.9%	38.7%	42.9%	40.6%
	Important	Count	152	37	1	190
		% within ethnicity	18.5%	24.7%	7.1%	19.3%
	Not Very Important	Count	5	4	1	10
		% within ethnicity	.6%	2.7%	7.1%	1.0%
Total	Count		822	150	14	986
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

**Consider the following set of skills that may be important for young people leaving school in the 21st century.
How important are skills to succeed in the workplace?**

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Consider the following set of skills. How important are skills to succeed in the workplace?	Critical	Count	284	103	387
		% within rural	33.6%	36.1%	34.2%
	Very Important	Count	380	121	501
		% within rural	45.0%	42.5%	44.3%
	Important	Count	163	54	217
		% within rural	19.3%	18.9%	19.2%
	Not Very Important	Count	12	3	15
		% within rural	1.4%	1.1%	1.3%
	Not at All Important	Count	1	2	3
		% within rural	.1%	.7%	.3%
	Don't Know	Count	5	2	7
		% within rural	.6%	.7%	.6%
Total	Count	845	285	1130	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Consider the following set of skills. How important are skills to succeed in the workplace?	Critical	Count	289	53	6	348
		% within ethnicity	35.2%	35.3%	42.9%	35.3%
	Very Important	Count	361	68	5	434
		% within ethnicity	43.9%	45.3%	35.7%	44.0%
	Important	Count	151	27	3	181
		% within ethnicity	18.4%	18.0%	21.4%	18.4%
	Not Very Important	Count	13	0	0	13
		% within ethnicity	1.6%	.0%	.0%	1.3%
	Not at All Important	Count	2	1	0	3
		% within ethnicity	.2%	.7%	.0%	.3%
	Don't Know	Count	6	1	0	7
		% within ethnicity	.7%	.7%	.0%	.7%
Total	Count		822	150	14	986
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

**Consider the following set of skills that may be important for young people leaving school in the 21st century.
How important are Science skills?**

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Consider the following set of skills. How important are Science skills?	Critical	Count	188	72	260
		% within rural	22.2%	25.3%	23.0%
	Very Important	Count	339	103	442
		% within rural	40.1%	36.1%	39.1%
	Important	Count	274	97	371
		% within rural	32.4%	34.0%	32.8%
	Not Very Important	Count	37	11	48
		% within rural	4.4%	3.9%	4.2%
	Not at All Important	Count	7	1	8
		% within rural	.8%	.4%	.7%
	Don't Know	Count	1	1	2
		% within rural	.1%	.4%	.2%
Total	Count	846	285	1131	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Consider the following set of skills. How important are Science skills?	Critical	Count	204	35	6	245
		% within ethnicity	24.8%	23.3%	42.9%	24.8%
	Very Important	Count	336	47	2	385
		% within ethnicity	40.8%	31.3%	14.3%	39.0%
	Important	Count	250	52	5	307
		% within ethnicity	30.4%	34.7%	35.7%	31.1%
	Not Very Important	Count	30	11	1	42
		% within ethnicity	3.6%	7.3%	7.1%	4.3%
	Not at All Important	Count	2	4	0	6
		% within ethnicity	.2%	2.7%	.0%	.6%
	Don't Know	Count	1	1	0	2
		% within ethnicity	.1%	.7%	.0%	.2%
Total	Count	823	150	14	987	
	% within ethnicity	100.0%	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

**Consider the following set of skills that may be important for young people leaving school in the 21st century.
How important is ability to be a knowledgeable citizen?**

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Consider the following set of skills. How important is ability to be a knowledgeable citizen?	Critical	Count	253	95	348
		% within rural	29.9%	33.3%	30.7%
	Very Important	Count	392	125	517
		% within rural	46.3%	43.9%	45.7%
	Important	Count	189	61	250
		% within rural	22.3%	21.4%	22.1%
	Not Very Important	Count	11	2	13
		% within rural	1.3%	.7%	1.1%
	Not at All Important	Count	1	1	2
		% within rural	.1%	.4%	.2%
	Don't Know	Count	1	1	2
		% within rural	.1%	.4%	.2%
Total	Count	847	285	1132	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab – Ethnicity

			ethnicity			Total
			White	African American	Other	
Consider the following set of skills. How important is ability to be a knowledgeable citizen?	Critical	Count	274	44	4	322
		% within ethnicity	33.3%	29.3%	28.6%	32.6%
	Very Important	Count	375	62	6	443
		% within ethnicity	45.6%	41.3%	42.9%	44.9%
	Important	Count	161	44	3	208
		% within ethnicity	19.6%	29.3%	21.4%	21.1%
	Not Very Important	Count	10	0	1	11
		% within ethnicity	1.2%	.0%	7.1%	1.1%
	Not at All Important	Count	1	0	0	1
		% within ethnicity	.1%	.0%	.0%	.1%
	Don't Know	Count	2	0	0	2
		% within ethnicity	.2%	.0%	.0%	.2%
Total	Count		823	150	14	987
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

All in all, do you think the public schools in South Carolina are providing young people with the key knowledge they need?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
All in all, do you think the public schools in South Carolina are providing young people with the key knowledge they need?	Yes	Count	334	109	443
		% within rural	39.5%	38.7%	39.3%
	No	Count	441	144	585
		% within rural	52.1%	51.1%	51.9%
	Don't know	Count	71	29	100
		% within rural	8.4%	10.3%	8.9%
Total			Count	846	282
			% within rural	100.0%	100.0%

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
All in all, do you think the public schools in South Carolina are providing young people with the key knowledge they need?	Yes	Count	309	66	6	381
		% within ethnicity	37.7%	44.3%	42.9%	38.8%
	No	Count	431	76	8	515
		% within ethnicity	52.6%	51.0%	57.1%	52.4%
	Don't know	Count	80	7	0	87
		% within ethnicity	9.8%	4.7%	.0%	8.9%
Total	Count	820	149	14	983	
	% within ethnicity	100.0%	100.0%	100.0%	100.0%	

			povertygroup						Total
			0 to 5 percent	6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	more than 25 percent	
All in all, do you think the public schools in South Carolina are providing young people with the key knowledge they need?	Yes	Count	26	128	146	72	29	25	426
		% within povertygroup	39.4%	40.0%	41.4%	40.7%	35.4%	31.6%	39.6%
	No	Count	35	160	180	90	45	45	555
		% within povertygroup	53.0%	50.0%	51.0%	50.8%	54.9%	57.0%	51.5%
	Don't know	Count	5	32	27	15	8	9	96
		% within povertygroup	7.6%	10.0%	7.6%	8.5%	9.8%	11.4%	8.9%
Total			66	320	353	177	82	79	1077
			% within povertygroup	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Listed below are a number of factors that may be important in determining if a school is doing well. How important is [the factor of] rates of promotion to the next grade?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Listed below are a number of factors that may be important ... Rates of promotion to the next grade	Critical	Count	157	64	221
		% within rural	18.9%	22.7%	19.9%
	Very Important	Count	210	80	290
		% within rural	25.3%	28.4%	26.1%
	Important	Count	290	93	383
		% within rural	35.0%	33.0%	34.5%
	Not Very Important	Count	98	26	124
		% within rural	11.8%	9.2%	11.2%
	Not at All Important	Count	32	5	37
		% within rural	3.9%	1.8%	3.3%
	Don't Know	Count	42	14	56
		% within rural	5.1%	5.0%	5.0%
	Total	Count	829	282	1111
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Listed below are a number of factors that may be important ... Rates of promotion to the next grade	Critical	Count	155	36	4	195
		% within ethnicity	18.9%	24.0%	28.6%	19.8%
	Very Important	Count	193	53	3	249
		% within ethnicity	23.5%	35.3%	21.4%	25.3%
	Important	Count	290	50	6	346
		% within ethnicity	35.4%	33.3%	42.9%	35.2%
	Not Very Important	Count	109	9	0	118
		% within ethnicity	13.3%	6.0%	.0%	12.0%
	Not at All Important	Count	33	0	1	34
		% within ethnicity	4.0%	.0%	7.1%	3.5%
	Don't Know	Count	40	2	0	42
		% within ethnicity	4.9%	1.3%	.0%	4.3%
	Total	Count	820	150	14	984
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Listed below are a number of factors that may be important in determining if a school is doing well. How important is [the factor of] annual standardized tests?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Listed below are a number of [school] factors that may be important ... Annual standardized tests	Critical	Count	86	29	115
		% within rural	10.4%	10.3%	10.4%
	Very Important	Count	138	69	207
		% within rural	16.6%	24.5%	18.6%
	Important	Count	345	107	452
		% within rural	41.6%	37.9%	40.7%
	Not Very Important	Count	182	59	241
		% within rural	22.0%	20.9%	21.7%
	Not at All Important	Count	56	12	68
		% within rural	6.8%	4.3%	6.1%
	Don't Know	Count	22	6	28
		% within rural	2.7%	2.1%	2.5%
Total	Count	829	282	1111	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Listed below are a number of [school] factors that may be important ... Annual standardized tests	Critical	Count	73	27	5	105
		% within ethnicity	8.9%	18.0%	35.7%	10.7%
	Very Important	Count	139	40	2	181
		% within ethnicity	17.0%	26.7%	14.3%	18.4%
	Important	Count	333	59	3	395
		% within ethnicity	40.6%	39.3%	21.4%	40.1%
	Not Very Important	Count	198	18	3	219
		% within ethnicity	24.1%	12.0%	21.4%	22.3%
	Not at All Important	Count	57	5	1	63
		% within ethnicity	7.0%	3.3%	7.1%	6.4%
	Don't Know	Count	20	1	0	21
		% within ethnicity	2.4%	.7%	.0%	2.1%
	Total	Count	820	150	14	984
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Listed below are a number of factors that may be important in determining if a school is doing well. How important is control over student behavior?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Listed below are a number of [school] factors that may be important ... Control over student behavior	Critical	Count	381	140	521
		% within rural	46.2%	49.8%	47.1%
	Very Important	Count	295	97	392
		% within rural	35.8%	34.5%	35.5%
	Important	Count	131	40	171
		% within rural	15.9%	14.2%	15.5%
	Not Very Important	Count	8	2	10
		% within rural	1.0%	.7%	.9%
	Not at All Important	Count	2	2	4
		% within rural	.2%	.7%	.4%
	Don't Know	Count	7	0	7
		% within rural	.8%	.0%	.6%
Total	Count	824	281	1105	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Listed below are a number of [school] factors that may be important ... Control over student behavior	Critical	Count	414	60	6	480
		% within ethnicity	50.8%	40.0%	46.2%	49.1%
	Very Important	Count	278	53	6	337
		% within ethnicity	34.1%	35.3%	46.2%	34.5%
	Important	Count	110	35	0	145
		% within ethnicity	13.5%	23.3%	.0%	14.8%
	Not Very Important	Count	7	2	0	9
		% within ethnicity	.9%	1.3%	.0%	.9%
	Not at All Important	Count	2	0	1	3
		% within ethnicity	.2%	.0%	7.7%	.3%
	Don't Know	Count	4	0	0	4
		% within ethnicity	.5%	.0%	.0%	.4%
Total	Count		815	150	13	978
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Listed below are a number of factors that may be important in determining if a school is doing well. How important is high school graduation rate?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Listed below are a number of [school] factors that may be important ... High school graduation rate	Critical	Count	318	112	430
		% within rural	38.4%	39.9%	38.8%
	Very Important	Count	306	114	420
		% within rural	37.0%	40.6%	37.9%
	Important	Count	154	43	197
		% within rural	18.6%	15.3%	17.8%
	Not Very Important	Count	26	6	32
		% within rural	3.1%	2.1%	2.9%
	Not at All Important	Count	10	2	12
		% within rural	1.2%	.7%	1.1%
	Don't Know	Count	14	4	18
		% within rural	1.7%	1.4%	1.6%
Total	Count	828	281	1109	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Listed below are a number of [school] factors that may be important ... High school graduation rate	Critical	Count	338	60	5	403
		% within ethnicity	41.3%	40.0%	38.5%	41.0%
	Very Important	Count	290	62	5	357
		% within ethnicity	35.4%	41.3%	38.5%	36.4%
	Important	Count	144	22	2	168
		% within ethnicity	17.6%	14.7%	15.4%	17.1%
	Not Very Important	Count	24	4	0	28
		% within ethnicity	2.9%	2.7%	.0%	2.9%
	Not at All Important	Count	9	2	1	12
		% within ethnicity	1.1%	1.3%	7.7%	1.2%
	Don't Know	Count	14	0	0	14
		% within ethnicity	1.7%	.0%	.0%	1.4%
Total	Count		819	150	13	982
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Listed below are a number of factors that may be important in determining if a school is doing well. How important is [the factor of] scores for college admissions tests (such as SAT or ACT)?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Listed below are a number of [school] factors that may be important ... Scores for College Admissions tests (such as SAT or ACT)	Critical	Count	141	61	202
		% within rural	17.0%	21.8%	18.2%
	Very Important	Count	287	109	396
		% within rural	34.7%	38.9%	35.7%
	Important	Count	310	82	392
		% within rural	37.4%	29.3%	35.4%
	Not Very Important	Count	61	17	78
		% within rural	7.4%	6.1%	7.0%
	Not at All Important	Count	18	6	24
		% within rural	2.2%	2.1%	2.2%
	Don't Know	Count	11	5	16
		% within rural	1.3%	1.8%	1.4%
Total	Count		828	280	1108
	% within rural		100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Listed below are a number of [school] factors that may be important ... Scores for College Admissions tests (such as SAT or ACT)	Critical	Count	160	23	6	189
		% within ethnicity	19.5%	15.5%	42.9%	19.3%
	Very Important	Count	278	63	4	345
		% within ethnicity	33.9%	42.6%	28.6%	35.2%
	Important	Count	295	43	2	340
		% within ethnicity	36.0%	29.1%	14.3%	34.7%
	Not Very Important	Count	60	11	1	72
		% within ethnicity	7.3%	7.4%	7.1%	7.3%
	Not at All Important	Count	16	5	1	22
		% within ethnicity	2.0%	3.4%	7.1%	2.2%
	Don't Know	Count	10	3	0	13
		% within ethnicity	1.2%	2.0%	.0%	1.3%
Total	Count		819	148	14	981
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Listed below are a number of factors that may be important in determining if a school is doing well. How important is offering advanced coursework (such as Advanced Placement or International Baccalaureate)?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Listed below are a number of [school] factors that may be important ... Offering advanced coursework (such as Advanced Placement or International Baccalaureate)	Critical	Count	186	75	261
		% within rural	22.4%	26.6%	23.5%
	Very Important	Count	332	97	429
		% within rural	40.0%	34.4%	38.6%
	Important	Count	259	86	345
		% within rural	31.2%	30.5%	31.1%
	Not Very Important	Count	32	13	45
		% within rural	3.9%	4.6%	4.1%
	Not at All Important	Count	7	2	9
		% within rural	.8%	.7%	.8%
	Don't Know	Count	13	9	22
		% within rural	1.6%	3.2%	2.0%
Total	Count	829	282	1111	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Listed below are a number of [school] factors that may be important ... Offering advanced coursework (such as Advanced Placement or International Baccalaureate)	Critical	Count	200	35	4	239
		% within ethnicity	24.4%	23.3%	28.6%	24.3%
	Very Important	Count	323	60	3	386
		% within ethnicity	39.3%	40.0%	21.4%	39.2%
	Important	Count	250	47	4	301
		% within ethnicity	30.5%	31.3%	28.6%	30.6%
	Not Very Important	Count	29	6	3	38
		% within ethnicity	3.5%	4.0%	21.4%	3.9%
	Not at All Important	Count	8	1	0	9
		% within ethnicity	1.0%	.7%	.0%	.9%
	Don't Know	Count	11	1	0	12
		% within ethnicity	1.3%	.7%	.0%	1.2%
	Total	Count	821	150	14	985
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Given what you know about public elementary and high schools in the state, how great are the differences in achievement between White students and Black students across the state?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Given what you know about public ... schools ... how great are differences in achievement between White students and Black students across the state?	Very Large Differences	Count	121	41	162
		% within rural	14.9%	15.2%	15.0%
	Large Differences	Count	302	103	405
		% within rural	37.3%	38.1%	37.5%
	Small Differences	Count	139	47	186
		% within rural	17.2%	17.4%	17.2%
	No Differences	Count	85	37	122
		% within rural	10.5%	13.7%	11.3%
	Don't Know	Count	163	42	205
		% within rural	20.1%	15.6%	19.0%
Total	Count		810	270	1080
	% within rural		100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Given what you know about public ... schools ... how great are differences in achievement between White students and Black students across the state?	Very Large Differences	Count	114	33	1	148
		% within ethnicity	14.0%	22.1%	7.1%	15.1%
	Large Differences	Count	301	64	4	369
		% within ethnicity	36.8%	43.0%	28.6%	37.7%
	Small Differences	Count	152	16	0	168
		% within ethnicity	18.6%	10.7%	.0%	17.1%
	No Differences	Count	88	16	5	109
		% within ethnicity	10.8%	10.7%	35.7%	11.1%
	Don't Know	Count	162	20	4	186
		% within ethnicity	19.8%	13.4%	28.6%	19.0%
Total	Count		817	149	14	980
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

How great are the differences in achievement between students from wealthy backgrounds vs. students from disadvantaged backgrounds across the state?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
How great are the differences in achievement between students from wealthy backgrounds vs. students from disadvantaged backgrounds across the state?	Very Large Differences	Count	186	59	245
		% within rural	23.0%	22.0%	22.7%
	Large Differences	Count	351	107	458
		% within rural	43.4%	39.9%	42.5%
	Small Differences	Count	117	50	167
		% within rural	14.5%	18.7%	15.5%
	No Differences	Count	71	32	103
		% within rural	8.8%	11.9%	9.6%
	Don't Know	Count	84	20	104
		% within rural	10.4%	7.5%	9.7%
Total	Count	809	268	1077	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
How great are the differences in achievement between students from wealthy backgrounds vs. students from disadvantaged backgrounds across the state?	Very Large Differences	Count	166	55	1	222
		% within ethnicity	20.4%	37.2%	7.1%	22.7%
	Large Differences	Count	354	55	5	414
		% within ethnicity	43.4%	37.2%	35.7%	42.4%
	Small Differences	Count	133	16	3	152
		% within ethnicity	16.3%	10.8%	21.4%	15.6%
	No Differences	Count	78	11	4	93
		% within ethnicity	9.6%	7.4%	28.6%	9.5%
	Don't Know	Count	84	11	1	96
		% within ethnicity	10.3%	7.4%	7.1%	9.8%
	Total	Count	815	148	14	977
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Given what you know about public elementary and high schools in the state, how great are the differences in achievement between Native English speaking students vs. students who have English as a second language across the state?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Given what you know about public ... schools ... how great are differences in achievement between Native English speaking students vs. students who have English as a second language across the state?	Very Large Differences	Count	142	66	208
		% within rural	17.6%	24.5%	19.3%
	Large Differences	Count	315	106	421
		% within rural	38.9%	39.4%	39.1%
	Small Differences	Count	166	44	210
		% within rural	20.5%	16.4%	19.5%
	No Differences	Count	40	16	56
		% within rural	4.9%	5.9%	5.2%
	Don't Know	Count	146	37	183
		% within rural	18.0%	13.8%	17.0%
	Total	Count	809	269	1078
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Next, given what you know about public elementary and high schools in the state, how great are the differences in achievement between Native English speaking students vs. students who have English as a second language across the state?	Very Large Differences	Count	155	34	3	192
		% within ethnicity	19.0%	22.8%	21.4%	19.6%
	Large Differences	Count	318	54	2	374
		% within ethnicity	39.0%	36.2%	14.3%	38.2%
	Small Differences	Count	158	31	5	194
		% within ethnicity	19.4%	20.8%	35.7%	19.8%
	No Differences	Count	41	8	1	50
		% within ethnicity	5.0%	5.4%	7.1%	5.1%
	Don't Know	Count	143	22	3	168
		% within ethnicity	17.5%	14.8%	21.4%	17.2%
	Total	Count	815	149	14	978
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Finally, how great are the differences in achievement between students with a disability vs. students without a disability across the state?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Finally, how great are the differences in achievement between students with a disability vs. students without a disability across the state?	Very Large Differences	Count	169	52	221
		% within rural	20.9%	19.3%	20.5%
	Large Differences	Count	277	94	371
		% within rural	34.3%	34.8%	34.4%
	Small Differences	Count	171	51	222
		% within rural	21.2%	18.9%	20.6%
	No Differences	Count	51	25	76
		% within rural	6.3%	9.3%	7.1%
	Don't Know	Count	139	48	187
		% within rural	17.2%	17.8%	17.4%
Total	Count		807	270	1077
	% within rural		100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Finally, how great are the differences in achievement between students with a disability vs. students without a disability across the state?	Very Large Differences	Count	166	27	1	194
		% within ethnicity	20.4%	18.1%	7.1%	19.9%
	Large Differences	Count	276	58	5	339
		% within ethnicity	33.9%	38.9%	35.7%	34.7%
	Small Differences	Count	167	32	2	201
		% within ethnicity	20.5%	21.5%	14.3%	20.6%
	No Differences	Count	51	14	2	67
		% within ethnicity	6.3%	9.4%	14.3%	6.9%
	Don't Know	Count	154	18	4	176
		% within ethnicity	18.9%	12.1%	28.6%	18.0%
	Total	Count	814	149	14	977
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Overall, how concerned are you about these differences [among groups of students' achievement]?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Overall, how concerned are you about these differences [among groups of students' achievement]?	Very Concerned	Count	30	8	38
		% within rural	58.8%	66.7%	60.3%
	Somewhat Concerned	Count	15	3	18
		% within rural	29.4%	25.0%	28.6%
	Little Concern	Count	2	1	3
		% within rural	3.9%	8.3%	4.8%
	No Concern	Count	2	0	2
		% within rural	3.9%	.0%	3.2%
	Don't Know	Count	2	0	2
		% within rural	3.9%	.0%	3.2%
Total		Count	51	12	63
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Overall, how concerned are you about these differences [among groups of students' achievement]?	Very Concerned	Count	28	5	1	34
		% within ethnicity	57.1%	71.4%	100.0%	59.6%
	Somewhat Concerned	Count	15	1	0	16
		% within ethnicity	30.6%	14.3%	.0%	28.1%
	Little Concern	Count	3	0	0	3
		% within ethnicity	6.1%	.0%	.0%	5.3%
	No Concern	Count	1	1	0	2
		% within ethnicity	2.0%	14.3%	.0%	3.5%
	Don't Know	Count	2	0	0	2
		% within ethnicity	4.1%	.0%	.0%	3.5%
	Total	Count	49	7	1	57
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab – Poverty Level

			povertygroup					Total
			6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	more than 25 percent	
Overall, how concerned are you about these differences [among groups of students' achievement]?	Very Concerned	Count	9	13	7	2	4	35
		% within povertygroup	64.3%	52.0%	63.6%	66.7%	100.0%	61.4%
	Somewhat Concerned	Count	4	10	2	0	0	16
		% within povertygroup	28.6%	40.0%	18.2%	.0%	.0%	28.1%
	Little Concern	Count	0	1	2	0	0	3
		% within povertygroup	.0%	4.0%	18.2%	.0%	.0%	5.3%
	No Concern	Count	1	0	0	0	0	1
		% within povertygroup	7.1%	.0%	.0%	.0%	.0%	1.8%
	Don't Know	Count	0	1	0	1	0	2
		% within povertygroup	.0%	4.0%	.0%	33.3%	.0%	3.5%
Total	Count	14	25	11	3	4	57	
	% within povertygroup	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Children entering first grade this fall [2008] will be graduating in the year 2020. What do you think is an acceptable graduation rate?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Children entering first grade this fall will be graduating in the year 2020. What do you think is an acceptable graduation rate?	70% or below	Count	60	29	89
		% within rural	7.6%	11.0%	8.5%
	75%	Count	44	14	58
		% within rural	5.6%	5.3%	5.5%
	80%	Count	103	50	153
		% within rural	13.1%	18.9%	14.5%
	85%	Count	159	40	199
		% within rural	20.2%	15.2%	18.9%
	90%	Count	220	63	283
		% within rural	27.9%	23.9%	26.9%
	95%	Count	111	32	143
		% within rural	14.1%	12.1%	13.6%
	100%	Count	92	36	128
		% within rural	11.7%	13.6%	12.2%
Total		Count	789	264	1053
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Children entering first grade this fall will be graduating in the year 2020. What do you think is an acceptable graduation rate?	70% or below	Count	55	16	3	74
		% within ethnicity	6.8%	11.6%	23.1%	7.7%
	75%	Count	40	14	0	54
		% within ethnicity	5.0%	10.1%	.0%	5.6%
	80%	Count	118	17	2	137
		% within ethnicity	14.6%	12.3%	15.4%	14.3%
	85%	Count	151	24	1	176
		% within ethnicity	18.7%	17.4%	7.7%	18.4%
	90%	Count	236	27	2	265
		% within ethnicity	29.3%	19.6%	15.4%	27.7%
	95%	Count	107	18	2	127
		% within ethnicity	13.3%	13.0%	15.4%	13.3%
	100%	Count	99	22	3	124
		% within ethnicity	12.3%	15.9%	23.1%	13.0%
Total		Count	806	138	13	957
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Kentucky has set a goal to be in the top 20 of states in on-time graduation rate by 2020. Do you think South Carolina can accomplish this?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Kentucky has set a goal to be in the top 20 of states in on-time high graduation rate by 2020. Do you think South Carolina can accomplish this?	Certainly Can	Count	21	3	24
		% within rural	41.2%	25.0%	38.1%
	Maybe Can	Count	22	8	30
		% within rural	43.1%	66.7%	47.6%
	Probably Can't	Count	7	1	8
		% within rural	13.7%	8.3%	12.7%
	Certainly Can't	Count	1	0	1
		% within rural	2.0%	.0%	1.6%
	Total	Count	51	12	63
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Kentucky has set a goal to be in the top 20 of states in on-time high graduation rate by 2020. Do you think South Carolina can accomplish this?	Certainly Can	Count	18	4	1	23
		% within ethnicity	36.7%	57.1%	100.0%	40.4%
	Maybe Can	Count	24	2	0	26
		% within ethnicity	49.0%	28.6%	.0%	45.6%
	Probably Can't	Count	7	0	0	7
		% within ethnicity	14.3%	.0%	.0%	12.3%
	Certainly Can't	Count	0	1	0	1
		% within ethnicity	.0%	14.3%	.0%	1.8%
	Total	Count	49	7	1	57
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab – Poverty Level

			povertygroup					Total
			6 to 10 percent	11 to 15 percent	16 to 20 percent	21 to 25 percent	more than 25 percent	
Kentucky has set a goal to be in the top 20 of states in on-time high graduation rate by 2020. Do you think South Carolina can accomplish this?	Certainly Can	Count	5	11	3	1	2	22
		% within povertygroup	35.7%	44.0%	27.3%	33.3%	50.0%	38.6%
	Maybe Can	Count	5	11	8	2	1	27
		% within povertygroup	35.7%	44.0%	72.7%	66.7%	25.0%	47.4%
	Probably Can't	Count	4	2	0	0	1	7
		% within povertygroup	28.6%	8.0%	.0%	.0%	25.0%	12.3%
	Certainly Can't	Count	0	1	0	0	0	1
		% within povertygroup	.0%	4.0%	.0%	.0%	.0%	1.8%
Total		Count	14	25	11	3	4	57
		% within povertygroup	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Along with educating individual students, schools also serve communities in a variety of other ways. Thinking about the schools in your community, how important are they for the following purposes? - As a source of community pride

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Along with educating individual students, schools also serve. . .	Critical	Count	120	52	172
		% within rural	14.8%	19.2%	15.9%
As a source of community pride	Very Important	Count	346	115	461
		% within rural	42.6%	42.4%	42.5%
	Important	Count	263	84	347
		% within rural	32.3%	31.0%	32.0%
	Not Very Important	Count	48	9	57
		% within rural	5.9%	3.3%	5.3%
	Not at All Important	Count	16	1	17
		% within rural	2.0%	.4%	1.6%
	Don't Know	Count	20	10	30
		% within rural	2.5%	3.7%	2.8%
Total		Count	813	271	1084
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Along with educating individual students, schools also serve. . . As a source of community pride	Critical	Count	123	29	3	155
		% within ethnicity	15.0%	19.5%	21.4%	15.8%
	Very Important	Count	364	61	6	431
		% within ethnicity	44.3%	40.9%	42.9%	43.8%
	Important	Count	265	46	3	314
		% within ethnicity	32.3%	30.9%	21.4%	31.9%
	Not Very Important	Count	41	6	0	47
		% within ethnicity	5.0%	4.0%	.0%	4.8%
	Not at All Important	Count	10	3	2	15
		% within ethnicity	1.2%	2.0%	14.3%	1.5%
	Don't Know	Count	18	4	0	22
		% within ethnicity	2.2%	2.7%	.0%	2.2%
	Total	Count	821	149	14	984
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Along with educating individual students, schools also serve communities in a variety of other ways. Thinking about the schools in your community, how important are they for the following purposes? - As a place for community members to meet

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Along with educating individual students, schools also serve... As a place for community members to meet	Critical	Count	52	25	77
		% within rural	6.4%	9.2%	7.1%
	Very Important	Count	198	80	278
		% within rural	24.4%	29.5%	25.7%
	Important	Count	344	111	455
		% within rural	42.4%	41.0%	42.1%
	Not Very Important	Count	147	37	184
		% within rural	18.1%	13.7%	17.0%
	Not at All Important	Count	43	13	56
		% within rural	5.3%	4.8%	5.2%
	Don't Know	Count	27	5	32
		% within rural	3.3%	1.8%	3.0%
Total	Count	811	271	1082	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Along with educating individual students, schools also serve... As a place for community members to meet	Critical	Count	51	18	1	70
		% within ethnicity	6.2%	12.1%	7.1%	7.1%
	Very Important	Count	206	50	1	257
		% within ethnicity	25.1%	33.6%	7.1%	26.1%
	Important	Count	347	58	7	412
		% within ethnicity	42.3%	38.9%	50.0%	41.9%
	Not Very Important	Count	150	12	3	165
		% within ethnicity	18.3%	8.1%	21.4%	16.8%
	Not at All Important	Count	45	7	2	54
		% within ethnicity	5.5%	4.7%	14.3%	5.5%
	Don't Know	Count	21	4	0	25
		% within ethnicity	2.6%	2.7%	.0%	2.5%
Total	Count		820	149	14	983
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Along with educating individual students, schools also serve communities in a variety of other ways. Thinking about the schools in your community, how important are they for the following purposes? - As a location for recreational activities

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Along with educating individual students, schools also serve... As a location for recreational activities	Critical	Count	81	31	112
		% within rural	10.0%	11.5%	10.4%
	Very Important	Count	228	87	315
		% within rural	28.1%	32.2%	29.1%
	Important	Count	333	112	445
		% within rural	41.0%	41.5%	41.1%
	Not Very Important	Count	119	26	145
		% within rural	14.7%	9.6%	13.4%
	Not at All Important	Count	31	8	39
		% within rural	3.8%	3.0%	3.6%
	Don't Know	Count	20	6	26
		% within rural	2.5%	2.2%	2.4%
Total	Count	812	270	1082	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Along with educating individual students, schools also serve... As a location for recreational activities	Critical	Count	84	17	1	102
		% within ethnicity	10.2%	11.5%	7.1%	10.4%
	Very Important	Count	228	54	1	283
		% within ethnicity	27.8%	36.5%	7.1%	28.8%
	Important	Count	348	58	6	412
		% within ethnicity	42.4%	39.2%	42.9%	41.9%
	Not Very Important	Count	113	13	3	129
		% within ethnicity	13.8%	8.8%	21.4%	13.1%
	Not at All Important	Count	32	2	3	37
		% within ethnicity	3.9%	1.4%	21.4%	3.8%
	Don't Know	Count	16	4	0	20
		% within ethnicity	1.9%	2.7%	.0%	2.0%
Total	Count	821	148	14	983	
	% within ethnicity	100.0%	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Along with educating individual students, schools also serve communities in a variety of other ways. Thinking about the schools in your community, how important are they for the following purposes? - As a symbol of community values

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Along with educating individual students, schools also serve... As a symbol of community values	Critical	Count	127	55	182
		% within rural	15.7%	20.3%	16.9%
	Very Important	Count	303	102	405
		% within rural	37.5%	37.6%	37.5%
	Important	Count	287	92	379
		% within rural	35.5%	33.9%	35.1%
	Not Very Important	Count	46	9	55
		% within rural	5.7%	3.3%	5.1%
	Not at All Important	Count	24	5	29
		% within rural	3.0%	1.8%	2.7%
	Don't Know	Count	22	8	30
		% within rural	2.7%	3.0%	2.8%
Total	Count	809	271	1080	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Along with educating individual students, schools also serve... As a symbol of community values	Critical	Count	138	30	2	170
		% within ethnicity	16.8%	20.1%	14.3%	17.3%
	Very Important	Count	315	53	3	371
		% within ethnicity	38.5%	35.6%	21.4%	37.8%
	Important	Count	287	55	6	348
		% within ethnicity	35.0%	36.9%	42.9%	35.4%
	Not Very Important	Count	39	5	1	45
		% within ethnicity	4.8%	3.4%	7.1%	4.6%
	Not at All Important	Count	22	1	2	25
		% within ethnicity	2.7%	.7%	14.3%	2.5%
	Don't Know	Count	18	5	0	23
		% within ethnicity	2.2%	3.4%	.0%	2.3%
Total	Count		819	149	14	982
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Since 2004, South Carolina schools have had to improve their performance in order to earn higher ratings. What do you think of this practice?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Since 2004, South Carolina schools have had to improve their performance in order to earn higher ratings. What do you think of this practice?	Fair	Count	438	170	608
		% within rural	54.6%	63.2%	56.8%
	Unfair	Count	252	56	308
		% within rural	31.4%	20.8%	28.8%
	Don't know	Count	112	43	155
		% within rural	14.0%	16.0%	14.5%
Total	Count	802	269	1071	
	% within rural	100.0%	100.0%	100.0%	

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Since 2004, South Carolina schools have had to improve their performance in order to earn higher ratings. What do you think of this practice?	Fair	Count	450	98	7	555
		% within ethnicity	54.9%	65.8%	50.0%	56.5%
	Unfair	Count	253	24	4	281
		% within ethnicity	30.9%	16.1%	28.6%	28.6%
	Don't know	Count	117	27	3	147
		% within ethnicity	14.3%	18.1%	21.4%	15.0%
Total	Count	820	149	14	983	
	% within ethnicity	100.0%	100.0%	100.0%	100.0%	

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

In a school rated 'Excellent' in South Carolina, what would be an acceptable percentage of students who do not perform at grade level?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
In a school rated 'Excellent' in South Carolina, what would be an acceptable percentage of students who <u>do not perform</u> at grade level?	0% - all should be performing at grade level	Count	137	59	196
		% within rural	17.0%	21.9%	18.2%
	under 10%	Count	350	92	442
		% within rural	43.5%	34.1%	41.2%
	10%-25%	Count	174	64	238
		% within rural	21.6%	23.7%	22.2%
	26%-50%	Count	40	17	57
		% within rural	5.0%	6.3%	5.3%
	over 50%	Count	26	16	42
		% within rural	3.2%	5.9%	3.9%
	Don't know	Count	77	22	99
		% within rural	9.6%	8.1%	9.2%
Total		Count	804	270	1074
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
In a school rated 'Excellent' in South Carolina, what would be an acceptable percentage of students who <u>do not perform</u> at grade level?	0% - all should be performing at grade level	Count	151	31	2	184
		% within ethnicity	18.3%	20.8%	14.3%	18.7%
	under 10%	Count	353	56	7	416
		% within ethnicity	42.9%	37.6%	50.0%	42.2%
	10%-25%	Count	191	23	4	218
		% within ethnicity	23.2%	15.4%	28.6%	22.1%
	26%-50%	Count	28	17	0	45
		% within ethnicity	3.4%	11.4%	.0%	4.6%
	over 50%	Count	27	11	1	39
		% within ethnicity	3.3%	7.4%	7.1%	4.0%
	Don't know	Count	73	11	0	84
		% within ethnicity	8.9%	7.4%	.0%	8.5%
	Total	Count	823	149	14	986
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

In a school rated 'Excellent' in South Carolina, what would be an acceptable percentage of students who do not improve their performance from one year to the next?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
In a school rated 'Excellent' in South Carolina, what would be an acceptable percentage of students who <u>do not improve</u> their performance from one year to the next?	0% - all should be performing at grade level	Count	168	66	234
		% within rural	21.1%	24.6%	22.0%
	under 10%	Count	310	85	395
		% within rural	38.8%	31.7%	37.1%
	10%-25%	Count	175	61	236
		% within rural	21.9%	22.8%	22.1%
	26%-50%	Count	47	18	65
		% within rural	5.9%	6.7%	6.1%
	over 50%	Count	22	13	35
		% within rural	2.8%	4.9%	3.3%
	Don't know	Count	76	25	101
		% within rural	9.5%	9.3%	9.5%
	Total	Count	798	268	1066
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
In a school rated 'Excellent' in South Carolina, what would be an acceptable percentage of students who <u>do not improve</u> their performance from one year to the next?	0% - all should be performing at grade level	Count	188	31	1	220
		% within ethnicity	22.8%	20.8%	7.1%	22.3%
	under 10%	Count	319	50	6	375
		% within ethnicity	38.8%	33.6%	42.9%	38.0%
	10%-25%	Count	188	24	2	214
		% within ethnicity	22.8%	16.1%	14.3%	21.7%
	26%-50%	Count	36	17	3	56
		% within ethnicity	4.4%	11.4%	21.4%	5.7%
	over 50%	Count	20	12	1	33
		% within ethnicity	2.4%	8.1%	7.1%	3.3%
	Don't know	Count	72	15	1	88
		% within ethnicity	8.7%	10.1%	7.1%	8.9%
Total		Count	823	149	14	986
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

As people across South Carolina think about spending on schools, do you think funds should be targeted toward schools that have the lowest test scores or schools where test scores show little or no improvement over time?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
As people across South Carolina think about spending on schools, do you think funds should be targeted toward schools that have the lowest test scores or schools where test scores show little or no improvement over time?	Low test scores	Count	122	53	175
		% within rural	15.3%	20.0%	16.5%
	Low improvement in scores	Count	71	33	104
		% within rural	8.9%	12.5%	9.8%
	Both equally	Count	519	152	671
		% within rural	65.2%	57.4%	63.2%
	Don't know	Count	84	27	111
		% within rural	10.6%	10.2%	10.5%
Total	Count		796	265	1061
	% within rural		100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
As people across South Carolina think about spending on schools, do you think funds should be targeted toward schools that have the lowest test scores or schools where test scores show little or no improvement over time?	Low test scores	Count	116	41	2	159
		% within ethnicity	14.2%	27.5%	15.4%	16.2%
	Low improvement in scores	Count	81	16	1	98
		% within ethnicity	9.9%	10.7%	7.7%	10.0%
	Both equally	Count	527	85	9	621
		% within ethnicity	64.4%	57.0%	69.2%	63.4%
	Don't know	Count	94	7	1	102
		% within ethnicity	11.5%	4.7%	7.7%	10.4%
	Total	Count	818	149	13	980
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends... The school climate promotes academic achievement

Phone Interviews Crosstab – Community Type

			rural		Total	
			Non-Rural	Rural		
Now, think about the school your oldest child attends... The school climate promotes academic achievement	Strongly Agree	Count	195	52	247	
		% within rural	32.7%	28.0%	31.5%	
	Agree	Count	339	113	452	
		% within rural	56.8%	60.8%	57.7%	
	Disagree	Count	53	18	71	
		% within rural	8.9%	9.7%	9.1%	
	Strongly Disagree	Count	10	3	13	
		% within rural	1.7%	1.6%	1.7%	
	Total		Count	597	186	783
			% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Now, think about the school your oldest child attends... The school climate promotes academic achievement	Strongly Agree	Count	203	28	4	235
		% within ethnicity	33.6%	25.2%	50.0%	32.5%
	Agree	Count	333	74	3	410
		% within ethnicity	55.1%	66.7%	37.5%	56.7%
	Disagree	Count	58	8	1	67
		% within ethnicity	9.6%	7.2%	12.5%	9.3%
	Strongly Disagree	Count	10	1	0	11
		% within ethnicity	1.7%	.9%	.0%	1.5%
	Total	Count	604	111	8	723
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...When someone at the school does a good job it is properly recognized.

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Now, think about the school your oldest child attends...	Strongly Agree	Count	123	31	154
		% within rural	21.0%	16.8%	19.9%
When someone at the school does a good job it is properly recognized.	Agree	Count	368	131	499
		% within rural	62.7%	70.8%	64.6%
	Disagree	Count	84	22	106
		% within rural	14.3%	11.9%	13.7%
	Strongly Disagree	Count	12	1	13
		% within rural	2.0%	.5%	1.7%
Total		Count	587	185	772
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Now, think about the school your oldest child attends...	Strongly Agree	Count	126	13	5	144
		% within ethnicity	21.2%	11.9%	62.5%	20.2%
When someone at the school does a good job it is properly recognized.	Agree	Count	379	78	1	458
		% within ethnicity	63.7%	71.6%	12.5%	64.3%
	Disagree	Count	82	15	2	99
		% within ethnicity	13.8%	13.8%	25.0%	13.9%
	Strongly Disagree	Count	8	3	0	11
		% within ethnicity	1.3%	2.8%	.0%	1.5%
Total		Count	595	109	8	712
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...Teachers have the preparation needed for the subject they are teaching.

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Now, think about the school your oldest child attends...	Strongly Agree	Count	106	28	134
		% within rural	18.3%	15.4%	17.6%
Teachers have the preparation needed for the subject they are teaching.	Agree	Count	371	114	485
		% within rural	64.0%	62.6%	63.6%
	Disagree	Count	89	39	128
		% within rural	15.3%	21.4%	16.8%
	Strongly Disagree	Count	14	1	15
		% within rural	2.4%	.5%	2.0%
Total		Count	580	182	762
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Now, think about the school your oldest child attends...	Strongly Agree	Count	109	12	3	124
		% within ethnicity	18.7%	10.8%	37.5%	17.6%
Teachers have the preparation needed for the subject they are teaching.	Agree	Count	369	76	4	449
		% within ethnicity	63.2%	68.5%	50.0%	63.9%
	Disagree	Count	95	21	1	117
		% within ethnicity	16.3%	18.9%	12.5%	16.6%
	Strongly Disagree	Count	11	2	0	13
		% within ethnicity	1.9%	1.8%	.0%	1.8%
Total		Count	584	111	8	703
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...Students have the preparation needed for the subject they are learning.

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Students have the preparation needed for the subject they are learning.	Strongly Agree	Count	84	22	106
		% within rural	14.4%	12.3%	13.9%
	Agree	Count	375	115	490
		% within rural	64.2%	64.2%	64.2%
	Disagree	Count	112	40	152
		% within rural	19.2%	22.3%	19.9%
	Strongly Disagree	Count	13	2	15
		% within rural	2.2%	1.1%	2.0%
Total	Count	584	179	763	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Students have the preparation needed for the subject they are learning.	Strongly Agree	Count	84	11	1	96
		% within ethnicity	14.3%	10.2%	12.5%	13.6%
	Agree	Count	377	70	6	453
		% within ethnicity	64.1%	64.8%	75.0%	64.3%
	Disagree	Count	115	25	1	141
		% within ethnicity	19.6%	23.1%	12.5%	20.0%
	Strongly Disagree	Count	12	2	0	14
		% within ethnicity	2.0%	1.9%	.0%	2.0%
Total	Count	588	108	8	704	
	% within ethnicity	100.0%	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab – Poverty Level

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...Student behavior is a barrier to learning.

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Student behavior is a barrier to learning.	Strongly Agree	Count	164	54	218
		% within rural	27.7%	29.2%	28.0%
	Agree	Count	273	89	362
		% within rural	46.0%	48.1%	46.5%
	Disagree	Count	126	36	162
		% within rural	21.2%	19.5%	20.8%
	Strongly Disagree	Count	30	6	36
		% within rural	5.1%	3.2%	4.6%
Total	Count	593	185	778	
	% within rural	100.0%	100.0%	100.0%	

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Student behavior is a barrier to learning.	Strongly Agree	Count	171	25	3	199
		% within ethnicity	28.5%	22.3%	37.5%	27.7%
	Agree	Count	270	65	2	337
		% within ethnicity	45.1%	58.0%	25.0%	46.9%
	Disagree	Count	124	21	2	147
		% within ethnicity	20.7%	18.8%	25.0%	20.4%
	Strongly Disagree	Count	34	1	1	36
		% within ethnicity	5.7%	.9%	12.5%	5.0%
Total	Count	599	112	8	719	
	% within ethnicity	100.0%	100.0%	100.0%	100.0%	

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...Parents and families do not provide support at home for academic achievement.

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Parents and families do not provide support at home for academic achievement.	Strongly Agree	Count	58	15	73
		% within rural	9.9%	8.5%	9.6%
	Agree	Count	207	67	274
		% within rural	35.3%	37.9%	35.9%
	Disagree	Count	264	79	343
		% within rural	45.1%	44.6%	45.0%
	Strongly Disagree	Count	57	16	73
		% within rural	9.7%	9.0%	9.6%
Total	Count	586	177	763	
	% within rural	100.0%	100.0%	100.0%	

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Parents and families do not provide support at home for academic achievement.	Strongly Agree	Count	60	7	1	68
		% within ethnicity	10.2%	6.4%	14.3%	9.7%
	Agree	Count	215	35	6	256
		% within ethnicity	36.6%	32.1%	85.7%	36.4%
	Disagree	Count	249	62	0	311
		% within ethnicity	42.3%	56.9%	.0%	44.2%
	Strongly Disagree	Count	64	5	0	69
		% within ethnicity	10.9%	4.6%	.0%	9.8%
Total	Count	588	109	7	704	
	% within ethnicity	100.0%	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab – Poverty Level

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...The community environment does not support academic achievement.

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
The community environment does not support academic achievement.	Strongly Agree	Count	28	5	33
		% within rural	4.8%	2.8%	4.3%
	Agree	Count	137	59	196
		% within rural	23.4%	32.6%	25.6%
	Disagree	Count	360	103	463
		% within rural	61.5%	56.9%	60.4%
	Strongly Disagree	Count	60	14	74
		% within rural	10.3%	7.7%	9.7%
Total	Count		585	181	766
	% within rural		100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
The community environment does not support academic achievement.	Strongly Agree	Count	26	5	1	32
		% within ethnicity	4.4%	4.5%	14.3%	4.5%
	Agree	Count	148	37	2	187
		% within ethnicity	25.1%	33.3%	28.6%	26.4%
	Disagree	Count	353	65	3	421
		% within ethnicity	59.8%	58.6%	42.9%	59.5%
	Strongly Disagree	Count	63	4	1	68
		% within ethnicity	10.7%	3.6%	14.3%	9.6%
Total	Count	590	111	7	708	
	% within ethnicity	100.0%	100.0%	100.0%	100.0%	

[illegible]

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...The school lacks the books, equipment and other instructional material needed in the classroom.

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
The school lacks the books, equipment and other instructional material needed in the classroom.	Strongly Agree	Count	40	16	56
		% within rural	6.9%	8.7%	7.3%
	Agree	Count	138	62	200
		% within rural	23.7%	33.7%	26.1%
	Disagree	Count	325	98	423
		% within rural	55.7%	53.3%	55.1%
	Strongly Disagree	Count	80	8	88
		% within rural	13.7%	4.3%	11.5%
Total	Count	583	184	767	
	% within rural	100.0%	100.0%	100.0%	

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total	
			White	African American	Other		
The school lacks the books, equipment and other instructional material needed in the classroom.	Strongly Agree	Count	41	10	1	52	
		% within ethnicity	6.9%	9.2%	14.3%	7.3%	
	Agree	Count	134	48	4	186	
		% within ethnicity	22.6%	44.0%	57.1%	26.3%	
	Disagree	Count	338	45	2	385	
		% within ethnicity	57.1%	41.3%	28.6%	54.4%	
	Strongly Disagree	Count	79	6	0	85	
		% within ethnicity	13.3%	5.5%	.0%	12.0%	
	Total		Count	592	109	7	708
			% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...Too much time is spent on testing and not enough time on teaching.

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Too much time is spent on testing and not enough time on teaching.	Strongly Agree	Count	89	22	111
		% within rural	15.5%	12.6%	14.9%
	Agree	Count	210	68	278
		% within rural	36.6%	39.1%	37.2%
	Disagree	Count	247	80	327
		% within rural	43.1%	46.0%	43.8%
	Strongly Disagree	Count	27	4	31
		% within rural	4.7%	2.3%	4.1%
Total	Count		573	174	747
	% within rural		100.0%	100.0%	100.0%

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Too much time is spent on testing and not enough time on teaching.	Strongly Agree	Count	88	13	0	101
		% within ethnicity	15.3%	12.1%	.0%	14.7%
	Agree	Count	208	42	2	252
		% within ethnicity	36.2%	39.3%	28.6%	36.6%
	Disagree	Count	253	49	5	307
		% within ethnicity	44.0%	45.8%	71.4%	44.6%
	Strongly Disagree	Count	26	3	0	29
		% within ethnicity	4.5%	2.8%	.0%	4.2%
Total	Count	575	107	7	689	
	% within ethnicity	100.0%	100.0%	100.0%	100.0%	

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...The school keeps raising requirements so some children will never be able to succeed.

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
The school keeps raising requirements so some children will never be able to succeed.	Strongly Agree	Count	29	7	36
		% within rural	5.2%	4.0%	4.9%
	Agree	Count	180	60	240
		% within rural	32.0%	33.9%	32.5%
	Disagree	Count	311	103	414
		% within rural	55.3%	58.2%	56.0%
	Strongly Disagree	Count	42	7	49
		% within rural	7.5%	4.0%	6.6%
Total	Count	562	177	739	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
The school keeps raising requirements so some children will never be able to succeed.	Strongly Agree	Count	26	5	1	32
		% within ethnicity	4.6%	4.5%	14.3%	4.7%
	Agree	Count	169	44	1	214
		% within ethnicity	29.9%	40.0%	14.3%	31.3%
	Disagree	Count	330	56	3	389
		% within ethnicity	58.3%	50.9%	42.9%	57.0%
	Strongly Disagree	Count	41	5	2	48
		% within ethnicity	7.2%	4.5%	28.6%	7.0%
Total		Count	566	110	7	683
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...The principal provides appropriate leadership.

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
The principal provides appropriate leadership.	Strongly Agree	Count	105	31	136
		% within rural	18.0%	17.0%	17.8%
	Agree	Count	385	111	496
		% within rural	66.2%	61.0%	64.9%
	Disagree	Count	80	38	118
		% within rural	13.7%	20.9%	15.4%
	Strongly Disagree	Count	12	2	14
		% within rural	2.1%	1.1%	1.8%
Total	Count	582	182	764	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
The principal provides appropriate leadership.	Strongly Agree	Count	112	8	3	123
		% within ethnicity	19.0%	7.3%	37.5%	17.4%
	Agree	Count	383	77	3	463
		% within ethnicity	65.0%	70.6%	37.5%	65.6%
	Disagree	Count	84	21	2	107
		% within ethnicity	14.3%	19.3%	25.0%	15.2%
	Strongly Disagree	Count	10	3	0	13
		% within ethnicity	1.7%	2.8%	.0%	1.8%
Total		Count	589	109	8	706
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...Teachers who do a good job are properly recognized.

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Teachers who do a good job are properly recognized.	Strongly Agree	Count	50	12	62
		% within rural	8.8%	6.9%	8.4%
	Agree	Count	367	116	483
		% within rural	64.6%	67.1%	65.2%
	Disagree	Count	142	44	186
		% within rural	25.0%	25.4%	25.1%
	Strongly Disagree	Count	9	1	10
		% within rural	1.6%	.6%	1.3%
Total	Count		568	173	741
	% within rural		100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Teachers who do a good job are properly recognized.	Strongly Agree	Count	52	4	0	56
		% within ethnicity	9.0%	3.8%	.0%	8.2%
	Agree	Count	369	75	2	446
		% within ethnicity	64.2%	70.8%	50.0%	65.1%
	Disagree	Count	150	24	2	176
		% within ethnicity	26.1%	22.6%	50.0%	25.7%
	Strongly Disagree	Count	4	3	0	7
		% within ethnicity	.7%	2.8%	.0%	1.0%
	Total	Count	575	106	4	685
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends... Teachers can do a poor job and nothing is done about it.

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Teachers can do a poor job and nothing is done about it.	Strongly Agree	Count	71	18	89
		% within rural	12.7%	10.1%	12.1%
	Agree	Count	280	96	376
		% within rural	50.2%	53.9%	51.1%
	Disagree	Count	180	57	237
		% within rural	32.3%	32.0%	32.2%
	Strongly Disagree	Count	27	7	34
		% within rural	4.8%	3.9%	4.6%
	Total	Count	558	178	736
		% within rural	100.0%	100.0%	100.0%

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Teachers can do a poor job and nothing is done about it.	Strongly Agree	Count	75	8	0	83
		% within ethnicity	13.3%	7.4%	.0%	12.2%
	Agree	Count	293	49	3	345
		% within ethnicity	51.9%	45.4%	42.9%	50.7%
	Disagree	Count	171	47	3	221
		% within ethnicity	30.3%	43.5%	42.9%	32.5%
	Strongly Disagree	Count	26	4	1	31
		% within ethnicity	4.6%	3.7%	14.3%	4.6%
	Total	Count	565	108	7	680
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Using the A, B, C, D, and F scale again, what grade would you give the school your oldest child attends?

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Using the A, B, C, D, and F scale again, what grade would you give the school your oldest child attends?	A	Count	200	57	257
		% within rural	33.3%	29.8%	32.5%
	B	Count	251	84	335
		% within rural	41.8%	44.0%	42.4%
	C	Count	103	37	140
		% within rural	17.2%	19.4%	17.7%
	D	Count	29	9	38
		% within rural	4.8%	4.7%	4.8%
	F	Count	9	2	11
		% within rural	1.5%	1.0%	1.4%
	Don't know	Count	8	2	10
		% within rural	1.3%	1.0%	1.3%
Total		Count	600	191	791
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Using the A, B, C, D, and F scale again, what grade would you give the school your oldest child attends?	A	Count	202	36	4	242
		% within ethnicity	33.2%	31.3%	50.0%	33.1%
	B	Count	262	40	3	305
		% within ethnicity	43.0%	34.8%	37.5%	41.7%
	C	Count	105	29	0	134
		% within ethnicity	17.2%	25.2%	.0%	18.3%
	D	Count	27	6	1	34
		% within ethnicity	4.4%	5.2%	12.5%	4.6%
	F	Count	7	2	0	9
		% within ethnicity	1.1%	1.7%	.0%	1.2%
	Don't know	Count	6	2	0	8
		% within ethnicity	1.0%	1.7%	.0%	1.1%
Total		Count	609	115	8	732
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

First, think about ongoing subject-based classroom tests... These tests produce unnecessary child stress.

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
First, think about ongoing subject-based classroom tests ... These tests produce unnecessary child stress.	Strongly Agree	Count	31	16	47
		% within rural	5.1%	8.2%	5.9%
	Agree	Count	181	69	250
		% within rural	29.9%	35.6%	31.3%
	Disagree	Count	320	92	412
		% within rural	52.8%	47.4%	51.5%
	Strongly Disagree	Count	43	12	55
		% within rural	7.1%	6.2%	6.9%
	Don't Know	Count	31	5	36
		% within rural	5.1%	2.6%	4.5%
Total	Count	606	194	800	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
First, think about ongoing subject-based classroom tests ... These tests produce unnecessary child stress.	Strongly Agree	Count	35	4	0	39
		% within ethnicity	5.6%	3.5%	.0%	5.2%
	Agree	Count	175	50	6	231
		% within ethnicity	28.0%	43.9%	75.0%	30.9%
	Disagree	Count	337	51	2	390
		% within ethnicity	53.8%	44.7%	25.0%	52.1%
	Strongly Disagree	Count	47	6	0	53
		% within ethnicity	7.5%	5.3%	.0%	7.1%
	Don't Know	Count	32	3	0	35
		% within ethnicity	5.1%	2.6%	.0%	4.7%
	Total	Count	626	114	8	748
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

First, think about ongoing subject-based classroom tests... These tests help individual students learn.

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
These tests [classroom tests] help individual students learn	Strongly Agree	Count	48	12	60
		% within rural	8.0%	6.2%	7.5%
	Agree	Count	371	129	500
		% within rural	61.6%	66.8%	62.9%
	Disagree	Count	131	40	171
		% within rural	21.8%	20.7%	21.5%
	Strongly Disagree	Count	20	5	25
		% within rural	3.3%	2.6%	3.1%
	Don't Know	Count	32	7	39
		% within rural	5.3%	3.6%	4.9%
Total	Count	602	193	795	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
These tests [classroom tests] help individual students learn	Strongly Agree	Count	49	4	2	55
		% within ethnicity	7.9%	3.5%	25.0%	7.4%
	Agree	Count	380	84	4	468
		% within ethnicity	61.2%	73.7%	50.0%	63.0%
	Disagree	Count	141	17	2	160
		% within ethnicity	22.7%	14.9%	25.0%	21.5%
	Strongly Disagree	Count	18	4	0	22
		% within ethnicity	2.9%	3.5%	.0%	3.0%
	Don't Know	Count	33	5	0	38
		% within ethnicity	5.3%	4.4%	.0%	5.1%
	Total	Count	621	114	8	743
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab – Poverty Level

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

First, think about ongoing subject-based classroom tests...These tests promote better school achievement.

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
These tests [classroom tests] promote better school achievement.	Strongly Agree	Count	41	16	57
		% within rural	6.8%	8.3%	7.1%
	Agree	Count	397	119	516
		% within rural	65.5%	61.7%	64.6%
	Disagree	Count	123	47	170
		% within rural	20.3%	24.4%	21.3%
	Strongly Disagree	Count	8	2	10
		% within rural	1.3%	1.0%	1.3%
	Don't Know	Count	37	9	46
		% within rural	6.1%	4.7%	5.8%
Total	Count	606	193	799	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
These tests [classroom tests] promote better school achievement.	Strongly Agree	Count	46	8	0	54
		% within ethnicity	7.4%	7.0%	.0%	7.2%
	Agree	Count	405	78	4	487
		% within ethnicity	64.8%	68.4%	50.0%	65.2%
	Disagree	Count	131	22	3	156
		% within ethnicity	21.0%	19.3%	37.5%	20.9%
	Strongly Disagree	Count	7	1	0	8
		% within ethnicity	1.1%	.9%	.0%	1.1%
	Don't Know	Count	36	5	1	42
		% within ethnicity	5.8%	4.4%	12.5%	5.6%
	Total	Count	625	114	8	747
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab – Poverty Level

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

First, think about ongoing subject-based classroom tests...These tests help the principal evaluate teachers.

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
These tests [classroom tests] help the principal evaluate teachers.	Strongly Agree	Count	31	11	42
		% within rural	5.1%	5.7%	5.3%
	Agree	Count	303	103	406
		% within rural	50.2%	53.6%	51.0%
	Disagree	Count	186	53	239
		% within rural	30.8%	27.6%	30.0%
	Strongly Disagree	Count	25	5	30
		% within rural	4.1%	2.6%	3.8%
	Don't Know	Count	59	20	79
		% within rural	9.8%	10.4%	9.9%
Total	Count	604	192	796	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
These tests [classroom tests] help the principal evaluate teachers.	Strongly Agree	Count	31	6	1	38
		% within ethnicity	5.0%	5.3%	12.5%	5.1%
	Agree	Count	312	68	1	381
		% within ethnicity	50.1%	59.6%	12.5%	51.1%
	Disagree	Count	191	30	4	225
		% within ethnicity	30.7%	26.3%	50.0%	30.2%
	Strongly Disagree	Count	23	3	0	26
		% within ethnicity	3.7%	2.6%	.0%	3.5%
	Don't Know	Count	66	7	2	75
		% within ethnicity	10.6%	6.1%	25.0%	10.1%
	Total	Count	623	114	8	745
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Next think about state achievement tests in South Carolina ... These tests produce unnecessary child stress.

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
Next think about state achievement tests in South Carolina. These tests produce unnecessary child stress.	Strongly Agree	Count	78	25	103
		% within rural	13.0%	13.2%	13.0%
	Agree	Count	275	86	361
		% within rural	45.7%	45.3%	45.6%
	Disagree	Count	190	66	256
		% within rural	31.6%	34.7%	32.3%
	Strongly Disagree	Count	14	4	18
		% within rural	2.3%	2.1%	2.3%
	Don't Know	Count	45	9	54
		% within rural	7.5%	4.7%	6.8%
Total	Count	602	190	792	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Next think about state achievement tests in South Carolina. These tests produce unnecessary child stress.	Strongly Agree	Count	81	13	1	95
		% within ethnicity	13.0%	11.5%	12.5%	12.8%
	Agree	Count	269	61	2	332
		% within ethnicity	43.1%	54.0%	25.0%	44.6%
	Disagree	Count	206	35	5	246
		% within ethnicity	33.0%	31.0%	62.5%	33.0%
	Strongly Disagree	Count	17	1	0	18
		% within ethnicity	2.7%	.9%	.0%	2.4%
	Don't Know	Count	51	3	0	54
		% within ethnicity	8.2%	2.7%	.0%	7.2%
	Total	Count	624	113	8	745
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Next think about state achievement tests in South Carolina ... These tests help individual students learn.

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
These tests [state achievement tests] help individual students learn.	Strongly Agree	Count	8	1	9
		% within rural	1.3%	.5%	1.1%
	Agree	Count	195	82	277
		% within rural	32.6%	43.2%	35.1%
	Disagree	Count	306	78	384
		% within rural	51.1%	41.1%	48.7%
	Strongly Disagree	Count	54	15	69
		% within rural	9.0%	7.9%	8.7%
	Don't Know	Count	36	14	50
		% within rural	6.0%	7.4%	6.3%
Total	Count	599	190	789	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
These tests [state achievement tests] help individual students learn.	Strongly Agree	Count	7	2	0	9
		% within ethnicity	1.1%	1.8%	.0%	1.2%
	Agree	Count	193	63	4	260
		% within ethnicity	31.1%	55.3%	50.0%	35.0%
	Disagree	Count	314	43	2	359
		% within ethnicity	50.6%	37.7%	25.0%	48.4%
	Strongly Disagree	Count	59	5	1	65
		% within ethnicity	9.5%	4.4%	12.5%	8.8%
	Don't Know	Count	47	1	1	49
		% within ethnicity	7.6%	.9%	12.5%	6.6%
	Total	Count	620	114	8	742
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab – Poverty Level

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Next think about state achievement tests in South Carolina ...These tests promote better school achievement.

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
These tests [state achievement tests] promote better school achievement.	Strongly Agree	Count	16	5	21
		% within rural	2.7%	2.6%	2.7%
	Agree	Count	266	98	364
		% within rural	44.2%	51.6%	46.0%
	Disagree	Count	252	62	314
		% within rural	41.9%	32.6%	39.6%
	Strongly Disagree	Count	24	7	31
		% within rural	4.0%	3.7%	3.9%
	Don't Know	Count	44	18	62
		% within rural	7.3%	9.5%	7.8%
Total	Count	602	190	792	
	% within rural	100.0%	100.0%	100.0%	

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
These tests [state achievement tests] promote better school achievement.	Strongly Agree	Count	13	7	1	21
		% within ethnicity	2.1%	6.1%	12.5%	2.8%
	Agree	Count	280	63	2	345
		% within ethnicity	44.9%	55.3%	25.0%	46.3%
	Disagree	Count	248	38	3	289
		% within ethnicity	39.8%	33.3%	37.5%	38.8%
	Strongly Disagree	Count	27	2	1	30
		% within ethnicity	4.3%	1.8%	12.5%	4.0%
	Don't Know	Count	55	4	1	60
		% within ethnicity	8.8%	3.5%	12.5%	8.1%
	Total	Count	623	114	8	745
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Next think about state achievement tests in South Carolina ...These tests help the principal evaluate teachers.

Phone Interviews Crosstab – Community Type

			rural		Total
			Non-Rural	Rural	
These tests [state achievement tests] help the principal evaluate teachers.	Strongly Agree	Count	15	5	20
		% within rural	2.5%	2.6%	2.5%
	Agree	Count	252	99	351
		% within rural	42.0%	52.4%	44.5%
	Disagree	Count	243	60	303
		% within rural	40.5%	31.7%	38.4%
	Strongly Disagree	Count	31	7	38
		% within rural	5.2%	3.7%	4.8%
	Don't Know	Count	59	18	77
		% within rural	9.8%	9.5%	9.8%
Total	Count	600	189	789	
	% within rural	100.0%	100.0%	100.0%	

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
These tests [state achievement tests] help the principal evaluate teachers.	Strongly Agree	Count	12	6	1	19
		% within ethnicity	1.9%	5.3%	12.5%	2.6%
	Agree	Count	268	58	2	328
		% within ethnicity	43.2%	50.9%	25.0%	44.2%
	Disagree	Count	238	42	4	284
		% within ethnicity	38.4%	36.8%	50.0%	38.3%
	Strongly Disagree	Count	36	2	0	38
		% within ethnicity	5.8%	1.8%	.0%	5.1%
	Don't Know	Count	66	6	1	73
		% within ethnicity	10.6%	5.3%	12.5%	9.8%
	Total	Count	620	114	8	742
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Phone Interviews Crosstab – Poverty Level

[illegible]